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ABSTRACT

Several Federal programs and initiatives are underway to reduce crime and violence in the schools. In connection with these efforts, Congress had passed legislation requiring the National Center for Education Statistics to collect data about the seriousness and incidence of violence in elementary and secondary schools. This report presents an overview of existing national datasets that can be used to satisfy this legislative requirement. Information related to school crime and violence in these datasets is described, and the quality of that information is assessed. Strengths and weaknesses of a report to Congress based on the most recently collected data are discussed, and recommendations are made for developing a survey system designed to collect rigorous and detailed information on crime and violence in the schools. The following national datasets are reviewed: (1) Monitoring the Future (National Institute on Drug Abuse); (2) Youth Risk Behavior Survey, 1993, 1995 (Centers for Disease Control); (3) Schools and Staffing Survey (National Center for Education Statistics) (NCES); (4) National Household Education Survey (NHES); (5) The American Teacher: Violence in America's Schools (Metropolitan Life Insurance Company); (6) School Crime Supplement of the National Crime Victimization Survey (Bureau of Justice Statistics and the National Institute of Justice); (7) National Crime Victimization Survey (Bureau of Justice Statistics); and (8) National Education Longitudinal Study of 1988 (NCES). A review of the nature and quality of the information in these databases leads to the conclusion that most of them are appropriate for preparing a report to Congress. However, use of the National Education Longitudinal Study is not recommended, because it contains no information not already available in more recent databases. Information in the National Household Education Survey is also available from other databases. Collectively the recommended surveys provide a relatively large picture of the extent of crime, violence, and against-regulation behavior in schools. More and better information on student-level, teacher-level, and school-level crime and violence could be collected by a

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survey developed by the NCES that would include items that discriminate among different types of nonviolence and violent crimes and against-regulation behaviors. Appendixes describe the national databases and contain crosstabulation tables. (Contains 12 tables and 8 references.) (SLD)

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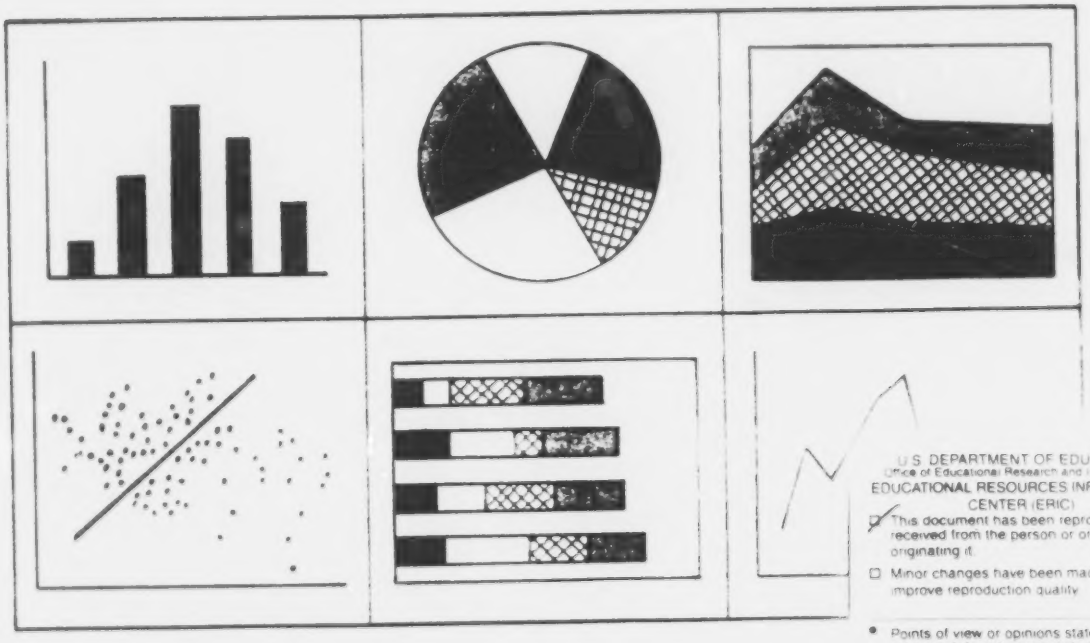
Working Paper Series

Status of Data on Crime and Violence in Schools:

Final Report

Working Paper No. 97-09

April 1997



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Status of Data on Crime and Violence in Schools:

Final Report

Working Paper No. 97-09 April 1997

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April 1997

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

To receive information about submitting manuscripts or obtaining copies of the series, please contact Ruth R. Harris at (202) 219-1831 or U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave., N.W., Room 400, Washington, D.C. 20208-5654.

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Status of Data on Crime and Violence in Schools:

Final Report

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National Center for Education Statistics

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STATUS OF DATA ON CRIME AND VIOLENCE IN SCHOOLS:

FINAL REPORT

Introduction

Supported by Goal Six of the Goals 2000 Act, several Federal programs and initiatives currently are underway to counter and deter crime and violence in schools. In connection with these efforts, Congress passed legislation requiring the National Center for Education Statistics to collect data to determine the frequency, seriousness, and incidence of violence in elementary and secondary schools in the States. The data will be used to evaluate the impact of Federal programs and initiatives designed to prevent violence in schools.

ESSI/AIR presents in this report an overview of the extant national datasets that can be used to satisfy the legislation. We describe the information related to school crime and violence present in the datasets, and, when possible, we provide a brief assessment of the quality of that information. We also identify and discuss the strengths and weaknesses of a report to Congress based upon the most recently collected data. Finally, we provide recommendations for developing a survey system designed to collect rigorous and detailed information on crime and violence in schools.

Definition and Discussion of the Constructs used to Assess Crime and Violence in Schools

In order to delineate the task of screening the datasets for information pertinent to the seriousness, frequency, and incidence of crime and violence in schools, we first defined the terms "crime," violence" and "school." We also identified operational definitions for the constructs typically used to measure crime and violence, including incidence and rates of victimization and prevalence. Below, we define and discuss these terms and constructs.

School Crime and Violence

We defined crime as any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors, committed on school property (after The Safe and Drug-Free Schools and Communities Act, Model Data Collection System, and Law Dictionary). Such violation may or may not involve violence, and it may affect individuals or property (school or personal).

Although the legislation requires information only on *violence* in schools, we included nonviolent crimes that research suggests are associated with an undisciplined and unsafe environment. For example, violent crimes on school property include homicides, assaults, and rapes (which also are crimes under public law), as well as more common forms of violent behavior requiring disciplinary action, including bullying and fighting. However,

the concept of violence does not cover non-violent school crimes, such as thefts, use and sale of drugs, and weapons possession on school property.

While specific acts such as thefts, use of drugs, and carrying weapons to school do not, in and of themselves, constitute violence, they do contribute to an unsafe and undisciplined environment in schools, and the prevalence and incidence of these acts can serve as indicators of school safety and discipline in concrete, measurable terms. For example, research indicates that the use of drugs creates serious educational problems for students, and it is associated with student misbehavior, delinquency, and suicide (*Reaching the Goals*: *Goal 6*, 1993). Similarly, other research shows that weapons play a major role in serious crimes. For example, in 1991, 55 percent of a sample of incarcerated, serious juvenile offenders had carried guns all or most of the time prior to incarceration, and another 28 percent had carried guns at least occasionally (Sheley, S., & Wright, J. D.,1995). (This finding does not imply that among students who carry guns, an equally high proportion are likely to become serious juvenile offenders. However, it does show that guns play a large role in juvenile crime.) Therefore, understanding the frequency, seriousness, and incidence of both violent and nonviolent crimes in schools is, in our view, important, as these types of crime are interrelated and pertinent to Goal 6, *Safe, Disciplined, and Drug-free Schools*, of the Goals 2000 Act.

Thus, in order to capture both violent and non-violent phenomena associated with unsafe and undisciplined schools, we defined the scope of work more broadly than is indicated in the legislation.

For the purposes of this study, we categorized specific criminal acts as follows[1]:

Use or Sale of Drugs:

alcohol, marijuana, other illegal drugs, and tobacco.

Property Crimes:

arson, breaking and entering or burglary, larceny or theft, motor vehicle theft, and vandalism.

Violent and Personal Crimes:

attacks*, battery, bullying*, homicide, kidnapping, robbery, sexual battery, sexual harassment, suicide*, threat or intimidation, "violent acts."*

Other Behaviors against School Regulations:

disorderly conduct, fights, trespassing, verbal insults*, weapons possession.

---

[1] The list of criminal and violent acts was developed by the Crime, Violence, and Discipline Reporting Task Force, National Education Statistics Committee, National Forum on Education Statistics. The starred items (except "suicide," which is not included in the list) are from the surveys we reviewed, and are intended to measure crime in schools. However, in some cases, we could not readily classify the information these items yield under the categories developed by the task force. For example, the term "attacks" could be interpreted as referring to battery, or it could be interpreted as referring to a verbal insult. Furthermore, an item measuring "violent acts" does not yield information on a specific type of violence.

School

We defined "school" as an education institution comprising one or more of grades K through 12, or an education institution providing elementary and secondary education to children ages 5 through 21. "School property" includes school buildings, school buses, school grounds, and places that are holding school-sponsored events, even though they are not officially on school grounds.

Incidence

A specific criminal act or offense involving one or more victims and one or more offenders is an "incident." (In some cases, however, the act might involve only one offender and no victims. Such acts might include drug use, weapons possession, and suicide.) "Incidence" refers to the number of criminal acts per person or per 100 persons of a given population during a specific period of time. It is based on the total number of incidents occurring in the population during a specific period of time (after National Health Interview Youth Risk Behavior Survey, 1992, Notes). (Incidence can also be defined as the number of incidents per given unit [e.g., a school] during a specific period of time.)

The rate of criminal acts (incidence) does not necessarily equal the number of victims or perpetrators of crime within a given period. This is the case because some incidents may involve numerous victims (e.g., two students may be the victims of a robbery) or perpetrators (e.g., several students may be involved in a theft). In other words, the number of incidents may be less than the number of victims or the number of offenders.

Incidence can be calculated only if the total number of incidents are reported for the whole unit (e.g., a school) by a single cognizant individual (e.g. the principal). For example, only an individual who keeps track of fights on school grounds would be able to provide an accurate count of such incidents. (Individual, student-survey reports of such incidents would lead to an overcount, as each fight could have involved numerous students, and each student could refer to the same fight in his or her report.) Furthermore, items regarding general respondents' knowledge of incidents of crime or violence against others in the school cannot be utilized in the calculation of incidence, as reports of incidents would tend to depend upon the salience and visibility of events. For example, if an incident involved a student threatening another with a gun with a witness at hand, several respondents might hear (possibly embellished) accounts of the incident and report it in surveys. This situation of multiple reports of the same incident would tend to inflate the estimate of incidence based upon questions about awareness or knowledge of events, even in a sample-based survey.

Victimization

"Victimization" refers to the percent of the population directly affected by crime in a given period (after Bastian, L.D. & Taylor, B.M., 1991). This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her (e.g., a particular child, a particular student, a particular group of students). It is not based upon perceptions and beliefs about, or reactions to, criminal acts. An example of a question eliciting information about victimization is: *During the past six months, did anyone steal something from your desk, locker, or some other place at school?* (After

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National Crime Victimization Survey, School Crime Supplement, 1989.) "Average victimization" refers to the average number of victimizations per person or per 100 persons victimized, and is based upon the number of crimes experienced by the respondent. An example of a question eliciting information regarding the *number of times* the respondent has been victimized during a given period is: *Has a student attacked you in the past 12 months? How many times?* (After Schools and Staffing Survey, 1993-94).

Prevalence

We defined "prevalence" as referring to the percent of the population directly participating in some criminal activity or behavior against school regulations in a given period. The prevalence rate also is based upon specific information elicited directly from the person committing the crime or behavior against school regulations. An example of a question eliciting information on prevalence is: *During the past 30 days, on how many days did you carry a weapon such as a gun, on school property?* (after Youth Risk Behavior Survey, 1993). "Average prevalence" refers to the average number of participations per person or per 100 persons, and is based upon the number of times the respondent participated in a crime or behaviors against school regulations. An example of a question eliciting information regarding the *number of times* the respondent has participated in a criminal activity during a given period is: *During the last 12 months, how often have you damaged school property on purpose?* (after Monitoring the Future, 1995).

An Overview of the National Data Reviewed

We screened several sources of information and reviewed only those surveys and datasets that contain information on crime and violence within the scope of the areas we defined. In addition, we screened out any items within the datasets with information only on perceptions about crime and violence, crime and violence outside of school, or crime and violence in unspecified locations. We examined instruments and select data from the national-level survey studies listed below. Details regarding each survey and relevant items are presented in Appendix A.

National Datasets Reviewed

SURVEY: **Monitoring the Future, 1994, 1995** (MTF:94/95).
SPONSOR: National Institute on Drug Abuse.
CONTACT: Joyce Buchanan, University of Michigan, Survey Research Center, (313) 763-5043
SAMPLE: Students in grades 8, 10, and 12 (public and private schools).
DATA COLLECTION: Yearly since 1975. (Grade 8 and 10 samples were added in 1991, and the data from these surveys are not yet publicly available.) The data from the 1995 survey will be released in April, 1997. The latest survey was conducted in the Spring of 1996, data for which will become available in 1998.

SURVEY: **Youth Risk Behavior Survey, 1993, 1995** (YRBS:93/95).
SPONSOR: Centers for Disease Control.
CONTACT: Laura Kann, Centers for Disease Control, (770) 488-5330
SAMPLE: Students in grades 9 through 12 (public and private schools).
DATA COLLECTION: February through May, 1993 and 1995. Data available through NTIS, order number PB96503123, (703) 487-4669.

SURVEY: **Schools and Staffing Survey, 1994** (SASS:94).
SPONSOR: National Center for Education Statistics.
CONTACT: Stephen Broughman, National Center for Education Statistics, (202) 219-1744
SAMPLE: Full-time, part-time, long-term substitute, and itinerant K-12 teachers. Sample representative at the national and state levels.
DATA COLLECTION: In 1988, 1991, and 1994. Next survey in 1999.

SURVEY: **National Household Education Survey, 1993** (NHES:93).
SPONSOR: National Center for Education Statistics.
CONTACT: Kathryn Chandler, National Center for Education Statistics, (202) 219-1767
SAMPLE: Students in grades 3 through 12 (public and private schools).
DATA COLLECTION: January through April, 1993.

DATASET: **The American Teacher: Violence in America's Public Schools** (Met:93)
SPONSOR: The Metropolitan Life Insurance Company.
CONTACT: Robert Leitman, Louis Harris & Associates, Inc., (212) 698-9600
SAMPLE: Public school teachers of grades 3 through 12, and public school students enrolled in grades 3 through 12.
DATA COLLECTION: September and October, 1993. A similar survey was conducted in 1994,[2] but the survey is not a part of a series. The surveys were conducted by Louis Harris and Associates. The databases are not for public release, but they can be purchased (for an amount not clearly specified).

DATASET: **School Crime Supplement of the National Crime Victimization Survey** (SCS:89/SCS:95).
SPONSOR: In 1989, Bureau of Justice Statistics & The National Institute of Justice; In 1995, National Center for Education Statistics.
CONTACTS: For 1989, Bruce Taylor, Bureau of Justice Statistics, (202) 616-3498.
For 1995, Kathryn Chandler, National Center for Education Statistics, (202) 219-1767.
SAMPLE: School children, ages 12 to 19 (public and private schools).
DATA COLLECTION: January through June, 1989. The latest School Crime Supplement was administered in 1995, data for which will be available in May, 1997.

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[2] The Violence in America's Public Schools: The Family Perspective study contains responses of parents of students enrolled in grades 3 through 12 and from public school students in grades 3 through 12. (The samples are not linked.) The surveys contain information on whether the student has *ever* been a victim of violence.

DATASET: **National Crime Victimization Survey** (NCVS).
SPONSOR: Bureau of Justice Statistics, Department of Justice.
CONTACT: Michael Rand, Bureau of Justice Statistics, (202) 616-3494.
SAMPLE: Approximately 50,000 households and 100,000 individuals age 12 and older.
DATA COLLECTION: Yearly 1972. The data for the 1995 survey will be released in May, 1997.

DATASET: **The National Educational Longitudinal Study of 1988** (NELS:88).
SPONSOR: National Center for Education Statistics, U.S. Department of Education.
CONTACT: Peggy Quinn, National Center for Education Statistics, (202) 219-1743
SAMPLE: Grade 8 students in 1988, grade 10 in 1990, and grade 12 in 1992 (public and private schools).
DATA COLLECTION: Spring of 1988, 1990, and 1992.

Although we were interested in identifying only recent data, we also reviewed data from the National Crime Victimization Survey's School Crime Supplement conducted in 1989. Despite the fact that the data are not current, the review allowed us to compare responses of the same individual on two different surveys with different item structures, thus enabling us to investigate the information yield of the types of items included on student surveys of crime and violence in schools.

We also contacted the Uniform Crime Reporting Office of the Federal Bureau of Investigation, the National Crime Reference Center of the Department of Justice, and the Police Foundation to determine whether any of those organizations compiled systematic information on crime and violence in schools. None of the organizations does, and most referred us to the Department of Justice's National Crime Victimization Survey's School Crime Supplement dataset.

Information Available Through the Datasets Reviewed

Tables 1 through 4 indicate the information available through the datasets we identified and reviewed. (For the surveys conducted in 1995, including the National Crime Victimization Survey's School Crime Supplement, Monitoring the Future, and the Youth Risk Behavior Survey, we have identified the information available based upon a review of the instruments.) In the tables, a "V" indicates information on victimization and a "P" indicates information on prevalence. An "X" indicates that the specific information is available, and an "$\underline{X}$" (with an underline) denotes that average victimization and participation in crime can be calculated from the information.

The information available through the National Crime Victimization Survey is detailed, and distinguishes between attempted and completed criminal acts. The survey begins with general questions regarding the crimes experienced by the respondent, and then it probes in detail the nature of each incident. In the matrix, therefore, we classify the information, but indicate where the information is more detailed than is indicated by our matrix.

Table 1: Use or Sale of Drugs in School

DATASET AND TYPE OF INFORMATION	MTF V	MTF P	YRBS V	YRBS P	SASS V	SASS P	NHES V	NHES P	Met:93 V	Met:93 P	SCS V	SCS P	NELS[3] V	NELS[3] P	NCVS V	NCVS P
Use of alcohol		X		X												
Use of marijuana		X		X												
Use of other illegal drugs		X														
Use of tobacco		X		X												
Sale of illegal drugs[4]	X		X										X			

Table 2: Property Crimes

DATASET AND TYPE OF INFO	MTF V	MTF P	YRBS V	YRBS P	SASS V	SASS P	NHES V	NHES P	Met:93 V	Met:93 P	SCS V	SCS P	NELS V	NELS P	NCVS V	NCVS P
Arson																
Breaking & Entering/Burglary																
Larceny/theft	X		X[5]				X		X		X		X		X[6]	
Motor vehicle theft															X[7]	
Vandalism	X	X	X													

[3] Most recent survey—grade 12 students in 1992.

[4] Students were asked if someone attempted to sell drugs to them.

[5] The same item elicits information regarding both thefts and property damage. The question is: During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books on school property?

[6] Attempted and completed purse snatching, and attempted and completed personal larceny without contact.

[7] Attempted and completed motor vehicle theft.

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Table 3: Violent and Personal Crimes

DATASET AND TYPE OF INFO	MTF V	MTF P	YRBS V	YRBS P	SASS V	SASS P	NHES V	NHES P	Met:93 V	Met:93 P	SCS V	SCS P	NELS V	NELS P	NCVS V	NCVS P
Attacks					X		X[8]				X[9]					
Battery/Use of force (with weapon)	X		X[10]						X						X[11]	
Battery/Use of force (without weapon)	X								X						X[12]	
Bullying[13]							X									
Homicide																
Kidnapping																
Robbery							X[14]				X[15]				X[16]	
Sexual battery															X[17]	
Sexual harassment																
Suicide																
Threat/intimidation (with weapon)	X		X[18]						X							
Threat/intimidation (without weapon)	X															
Threat/intimidation (unspecified)					X				X				X			
"Violent acts" (unspecified)									X							

[8] The same item elicits information on attacks and fights. The question is: Do you know of any students or teachers being physically attacked, or involved in fights, during this school year? Did it happen to you this school year?

[9] The survey also asks whether the "attack" incident was an attack or just a fight.

[10] The same item elicits information on being injured *or* threatened. The question is: During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?

[11] Aggravated assault with a weapon, with or without injury, and attack without a weapon when serious injury results.

[12] Simple assault resulting in either no injury or minor injury, and involving no weapons.

[13] This behavior could be classified under "Threat/intimidation," although typically bullying does not imply threats with weapons, and is more than just a one-time threat.

[14] The question is: Do you know of money or other things being taken directly from students or teachers by force or threat of force at school or on the way to or from school this school year? Did it happen to you this school year?

[15] The question is: During the past six months, did anyone take money or things directly from you by force, weapons, or threats at school?

[16] Information available on whether robbery was attempted or completed, with or without injury.

[17] Information available on whether rape was attempted or completed.

[18] The question is: During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?

Table 4: Other Behaviors Against Laws or School Regulations

DATASET AND TYPE OF INFO	MTF V	MTF P	YRBS V	YRBS P	SASS V	SASS P	NHES V	NHES P	Met:93 V	Met:93 P	SCS V	SCS P	NELS V	NELS P	NCVS V	NCVS P
Disorderly conduct									X[19]							
Fights		X[20]		X				X[21]				X		X		
Trespassing																
Weapons possession		X		X				X		X		X				

The National Crime Victimization Survey is designed to elicit information in detail regarding actual and attempted thefts, assaults (with or without a weapon), sex crimes, and other crimes experienced by the respondent. It begins with general questions regarding thefts, assaults, and other crimes and then probes in detail about the nature of each incident. The survey also gathers information on scene of the crime, thus permitting victimization experienced on school property to be analyzed for both adults and children aged 12 to 19. If used in conjunction with the school-level information provided in the 1995 School Crime Supplement, the National Crime Victimization Survey can provide a fairly comprehensive picture of violent crime committed on school premises against students aged 12 to 19, including level of school (i.e., middle school or high school) and type of school (i.e., public or private) A brief description of the sample size and sampling procedures is presented in Appendix A.

Quality of Information on Crime and Violence in Schools

Below, we discuss the extent to which the datasets collectively provide a comprehensive picture of non-violent and violent crime in schools, based upon their coverage of the relevant school populations and of the different types of school-associated crime. We also provide, to the degree possible, a brief assessment of the quality of the survey items used to elicit information on crime and violence.

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[19] The question is: In the past year, has a student at school verbally insulted you?

[20] At work or school.

[21] The same item elicits information on attacks and fights. The question is: Do you know of any students or teachers being physically attacked, or involved in fights, during this school year? Did it happen to you this school year?

Coverage of School Populations, Schools, and States

The school population includes students, teachers, administrators and other staff. The most comprehensive information on crime is available from or about students. No information is available for schools as the unit of measurement.

Students

A majority of the datasets we reviewed are based upon samples of students enrolled in grades 6 and above. The Monitoring the Future survey is based upon students in grades 8, 10, and 12; the Youth Risk Behavior Survey is based upon students in grades 9 through 12; the National Crime Victimization Survey's School Crime Supplement is based upon students between the ages of 12 and 19 and enrolled in grades 6 through 12; and the National Education Longitudinal Study of 1988 contains information on a cohort of students when they were enrolled in grades 8, 10, and 12.

The National Household Education Survey is based upon students enrolled in grades 3 through 12. The survey is household-based, and information for students enrolled in grades 3 through 5 is collected from the students' parents. Both students and parents provide information for students in grades 6 through 12. The Metropolitan Life study covers students in grades 3 through 12, but the sample size is limited, with a total of 1,234 public school students.

The National Crime Victimization Survey is based upon individuals over the age of 11. However, in order to determine whether the victim the was enrolled in school, and the type of school he or she was attending, the information in this survey would have to be combined with information from its School Crime Supplement.

None of the datasets mentioned above contains information on students enrolled in Kindergarten through grade two.

School Staff

The Schools and Staffing Survey is conducted with a nationally representative sample of public and private school teachers from grades K through 12, and, therefore, provides some information regarding violence against teachers (as reported by teachers), but none of the datasets contains specific information provided by principals and other school administrators. The Metropolitan Life study also includes victimization information on public school teachers from grades 3 through 12 (although the timeframe for the victimization is not specified), and it includes information on whether these teachers have "ever" carried a weapon to school for protection.

The National Crime Victimization Survey collects information on the type of industry the respondent is employed in, and, thus, provides some information regarding victimization experienced by school staff, by school level (i.e., elementary, junior, high

school). However, the response categories do not distinguish between school administrators and teachers.

Schools

None of the datasets we reviewed is designed to elicit school-level information on violent and non-violent crime. Two surveys, the National Crime Victimization Survey (and its School Crime Supplement) and the National Household Education Survey, are household-based, and, therefore, cannot provide school-level estimates of crime and violence. The other surveys are school-based, but designed to collect and reflect teacher- or student-level information. The sampling plans of these surveys are not designed to enable the calculation of school-level estimates.

The National Educational Longitudinal Survey in 1988 was designed to be representative of grade 8 students and schools,[22] but with a sample size of only about 23 students within each school, the school-level estimates of crime and violence (for grade 8) are likely to have very large standard errors. The 1992 survey was designed to collect information on the NELS cohort of grade 12 students, not to be representative of high schools. (None of the school administrator or teacher surveys elicits any objective, direct information on crime in school.)

The Monitoring the Future, the Youth Risk Behavior, and the Metropolitan Life surveys also are based upon student samples clustered within schools. In the case of the Monitoring the Future survey, up to 400 students may be selected from each of about 130 schools, and student information can be aggregated up to the school level. However, school-level information calculated through this method would apply only to grades 8, 10, or 12, (whichever is chosen for the survey at a given school). In addition, since the number of schools in the sample is small, inferences based upon the school-level estimates, such as the proportion of schools with high levels of drug use, will have large standard errors. (The information required to connect students to schools is not publicly available; only the researchers responsible for the survey are authorized to conduct such analysis. [Dr. Patrick O'Malley, Principal Investigator, University of Michigan, personal communication.])

In the case of the Youth Risk Behavior Survey, although several students (one or two English or social studies classes) are sampled from within each school in the sample, the student-level data cannot be traced back to the school (Dr. Laura Kann, Centers for Disease Control, personal communication).

In the case of the Metropolitan Life study, only 52 schools participated in the study, with approximately 23 students in each school. Thus, the school sample and the student sample within each school are too small for estimating reliable school-level statistics.

In sum, none of the surveys we reviewed provides information that can be used to estimate school-based rates of non-violent and violent crime. However, it is possible with

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[22] *National Educational Longitudinal Study: 1988. Base year: school component data file user's manual, p. 7.*

several of these datasets to stratify the student or teacher sample by school level (e.g., elementary, middle, and high) and by some other school characteristic (e.g., public and private) in order to estimate the student-level rate of victimization and incidence at those *types* of schools. Thus, for example, it is possible to estimate the rates of student victimization in urban schools versus suburban schools, but it is not possible to say in what proportion of urban schools the student victimization rates are above a given level.

States

Only the Schools and Staffing Survey is designed to be representative at the state-level for all states, and the Youth Risk Behavior Survey dataset contains state-representative information for 24 states (see Appendix A, Youth Risk Behavior Survey). The Schools and Staffing Survey provides state-by-state information on teacher victimization, and the Youth Risk Behavior Survey contains state-level information on student victimization and participation in behaviors against regulations.

Coverage of Crime, Violence, and Against-School-Regulations Behaviors

Below, we provide an overview of the extent to which information on different types of crime in schools is present in the databases we reviewed. We also identify the populations for whom information on the different types of crime and violence is available. Although most provide information on victimization and prevalence, none of the datasets yields information on incidence of violent and property crime. (Also see Tables 1 through 4, and related footnotes, for the precise nature of information present in these databases.)

Use or Sale of Drugs

The Monitoring the Future and Youth Risk Behavior surveys provide extensive and detailed information on the use and sale of drugs in school. Both contain information that can be used to estimate the prevalence of drug use among students, the average number of times students used drugs, and the percent of students who were approached to buy drugs. The sample in Monitoring the Future is restricted to students in grades 8, 10, and 12, and in the Youth Risk Behavior Survey, it is restricted to high school students. Table 5 indicates the populations for whom the information is available.

Table 5: Use or Sale of Drugs in School

INFORMATION	DATASET	POPULATION
Use of alcohol, marijuana, and tobacco	MTF:94/95 YRBS:93/95	students in grades 8, 10, and 12 students in grades 9 through 12
Use of other illegal drugs	MTF:94/95	students in grades 8, 10, and 12
Sale of illegal drugs	MTF:94/95 YRBS:93/95 NELS:88	students in grades 8, 10, and 12 students in grades 9 through 12 students in grade 12 (most recent survey)

Property Crimes

Victimization due to thefts or damage to property are covered in almost all datasets, but information about student *participation* in acts or incidents that have damaged or adversely affected school property (or other students' property) is mostly lacking. Only one item in the Monitoring the Future Survey asks students whether they have "damaged school property on purpose," which can be classified under vandalism against school. The surveys contain no information on burglary and arson at school.

For information on thefts, the survey samples include students in grades 3 through 12 and school employees (adults), and for damage to property, the survey samples include students in grades 8 through 12. Information on student participation in school-related vandalism is restricted to students in grades 8, 10, and 12. Table 6 shows the populations for whom this information is available.

Table 6: Property Crimes

INFORMATION	DATASET	POPULATION
Larceny/theft	SCS:89/95	school children, ages 12 to 19
	MTF:94/95	students in grades 8, 10, and 12
	YRBS:93/95	students in grades 9 through 12
	NHES:93	students in grades 3 through 12
	Met:93	students in grades 3 through 12
	NELS:88	students in grade 12
	NCVS	individuals ages 12 and older
Motor Vehicle Theft	NCVS	individuals ages 12 and older
Vandalism/Property Damage	MTF:94/95	students in grades 8, 10, and 12
	YRBS:93/95	students in grades 9 through 12

Violent and Personal Crimes

In many of the datasets, information on violent crimes is elicited through general questions that ask whether the respondent was "attacked" or "threatened." For example, an item in the School Crime Supplement asks: *Did anyone physically attack you at school during the last six months?* Another example comes from the National Household Education Survey: *Do you know of any students or teachers being physically attacked, or involved in fights, during this school year? Did it happen to you this school year?*

In addition, many of the survey items do not clearly elicit information on whether the student was "attacked" or "threatened," and whether the student was attacked with a weapon or without. For example, a question in the Youth Risk Behavior survey asks: *During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?* Another example comes from the School Crime Supplement: *During the past six months, did anyone take money or things directly from you by force, weapons, or threats at school?* Only the Monitoring the Future survey and the National Crime Victimization Survey elicit information on whether the respondent was threatened or injured, with our without a weapon.

A third issue is that it is not possible to determine through such surveys the rate of victimization due to, and incidence of, kidnappings, suicides, and homicides. The populations for whom information is available is indicated in Table 7. Only the National Crime Victimization Survey provides specific information on the most severely violent crimes, including assaults with or without weapons, rapes, and attempted rapes. This survey covers individuals between the ages of 12 and 19 who are enrolled in grades 6 through 12, as well as adults who might have been victimized on school property.

Table 7: Violent and Personal Crimes

INFORMATION	DATASET	POPULATION
Attacks	SCS:89/95 SASS:94 NHES:93	school children, ages 12 to 19 teachers of grades K through 12 students in grades 3 through 12
Battery/Use of force (with weapon)	MTF:94/95 YRBS:93/95 Met:93 NCVS	students in grades 8, 10, and 12 students in grades 9 through 12 students in grades 3 through 12 individuals ages 12 and older
Battery/Use of force (without weapon)	MTF:94/95 Met:93 NCVS	students in grades 8, 10, and 12 students in grades 3 through 12 individuals ages 12 and older
Robbery	SCS:89/95 NHES:93 NCVS	school children, ages 12 to 19 students in grades 3 through 12 individuals ages 12 and older
Sexual battery	NCVS	individuals ages 12 and older
Bullying[23]	NHES:93	students in grades 3 through 12
Threat/intimidation (with weapon)	MTF:94/95 YRBS:93/95 Met:93	students in grades 8, 10, and 12 students in grades 9 through 12 students in grades 3 through 12
Threat/intimidation (without weapon)	MTF:94	students in grades 8, 10, and 12
Threat/ intimidation (unspecified)	SASS:94 Met:93 NELS:88	teachers of grades K through 12 students in grades 3 through 12 students in grade 12
Violent Acts (not specified)	Met:93	teachers of grades 3 through 12

None of the datasets provides specific information on murders, actual and attempted suicides, and kidnappings. Students, teachers, and other school staff who have been murdered or kidnapped, or those who have committed suicide, cannot be represented in such surveys, and no one cognizant individual is asked to report the prevalence of such crimes for any given unit. While murders and suicides are likely to be relatively low in number — a recent study identified 105 school-associated violent deaths occurring over a two year period

[23] This could be the same as "Threat/intimidation," although, typically, bullying does not imply a threat with a weapon.

in the United States, from July 1992 through June 1994 (Kachur et al., 1996) — attempted suicides and kidnappings might have a slightly higher incidence rate. In summary, the proportion of students or school staff affected by or committing such serious offenses cannot be estimated using these datasets.

Other Behaviors Against Laws or School Regulations

The datasets reviewed provide information on three types of "against-regulations" behaviors: disorderly conduct (specifically, verbal insults), fights, and weapons possession. While the datasets collectively cover "verbal insults" and "fights" for a large segment of the student population (grades 3 through 12), possession of weapons (such as guns, knives, and mace) on school grounds is covered only for students in grades 6 through 12.

Table 8: Other Behaviors Against School Regulations

INFORMATION	DATASET	POPULATION
Disorderly Conduct (Verbal Insults)	Met:93	students in grades 3 through 12
Fights	MTF:94/95	students in grades 8, 10, and 12
	YRBS:93/95	students in grades 9 through 12
	SCS:89/95	school children, ages 12 to 19
	NHES:93	students in grades 3 through 12
	NELS:88	students in grade 12
Weapons Possession	MTF:94/95	students in grades 8, 10, and 12
	YRBS:93/95	students in grades 9 through 12
	SCS:89/95	school children, ages 12 to 19
	NHES:93	students in grades 6 through 12

Limitations to the Type of Information on Crime in Schools

The datasets provide more comprehensive information on crime victimization (i.e., the number or proportion of school members victimized by crime) than they do on the prevalence of crime (i.e., school members' participation in crimes), and none on crime incidence (i.e., the number of incidents of crime), on school property. While information on student participation in verbal insults, fights, possession of weapons on school property, and the use of drugs, alcohol, or tobacco, is present in the datasets, information is absent on student (or teacher) participation in thefts, assaults, vandalism, and other against-regulations behaviors that contribute to an unsafe environment. Such data would be important, as they would help to illuminate the degree to which students (or other school members) themselves contribute to an unsafe environment (although the information elicited from students about their own criminal behaviors would tend to be unreliable and, therefore, would have to be elicited from a school official). The solution to crime and violence would be quite different if one or two students habitually bullied other students than if most students, at one point or another, bullied other students.

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Data Quality

As a first step in checking the quality of data, for each recent dataset available, we examined the percentages of survey respondents experiencing crimes or participating in activities that are against school regulations, by personal characteristics (gender, ethnicity), and by school characteristics (school level). For a subset we also examined the responses by background characteristics (household income and urbanicity of residence). Thus, for Monitoring the Future, we used the 1994 data and for the Youth Risk Behavior Survey, we used the 1993 data, since the more recent datasets were not available. We expected the pattern of findings within each dataset to parallel the pattern of findings in the other datasets. For example, within each dataset, we expected a higher percentage of male students to report weapons possession than female students. Thus, this first step allowed us to examine whether the different datasets captured and exhibited the same "story." The pattern of findings was, in general, consistent across datasets and consistent with our expectations.

We then performed reliability and validity checks within and across the databases for select items. Our objective was to determine whether the information elicited by these items was consistent both across datasets and complementary with information elicited from other items. We could not conduct reliability checks for most items because of skip patterns in the survey, a lack of similar items within the survey (for inter-item consistency), and a lack of item, sample, and timeframe overlap among surveys. We also reviewed some existing studies to inform our own findings. Below, we discuss the potential issues and problems we have identified with the information in the datasets.

- *General items regarding crime and violence may be subject to wide interpretations.*

Our analysis suggests that general items such as "attacks" and "bullying" are likely to be subject to wide interpretations. An example of a general item most likely being interpreted widely comes from the Schools and Staffing Survey. The survey contains questions asking teachers whether or not they have been threatened or attacked by students. A higher percentage of elementary school teachers reported being attacked by students than did secondary school teachers.

School Level	Attacked Percent (95% C.I.)	
	Ever	Past 12 Months
Elementary	10.6 (± .9)[24]	4.6 (± .6)
Secondary	7.4 (± .6)	2.7 (± .4)

This pattern of results suggests that the nature of threats and attacks at the two school levels might be quite different, and, therefore, the question may be capturing distinct phenomena at the two school levels.

[24] We inflated the standard errors in SASS by a factor of 2, in order to take into consideration the survey design effect and to produce conservative estimates.

Another example comes from an analysis of the National Household Education Survey data (*Student Victimization at School* and *Student Strategies to Avoid Harm at School*, NCES, October, 1995). Data show that similar percentages of white students (in mostly white schools) and black students (in mostly black schools) report being bullied (8%), physically attacked (3%), and robbed (1%). However, more blacks students in mostly black schools (31%) were likely to stay away from certain places in school than were white students in mostly white schools (13%). These data suggest that the nature of attacks or bullying might be quite different for students in these two types of schools.

- *Questions about behaviors that have occurred during a more recent period of time may elicit more reliable answers.*

Our analysis indicates that respondents may more accurately recall behaviors that have occurred relatively recently. For example, in the Monitoring the Future study, the percentage of students who indicated they had used alcohol during the last year is close to the that of students who reported they had been under the influence of alcohol during the last four weeks.

	Percent Use (95% C.I.)
During last year (Form 1)	
Use of alcohol in school	7.8 (± 2.0)[25]
Illegal drug use in school	10.8 (± 2.4)
During last four weeks (Form 2)	
Under the influence of alcohol while at school	6.8 (± 2.0)
Under the influence of marijuana/illegal drugs while at school	10.2 (± 2.4)

While the questions are distinct, both questions would apply to students who used alcohol *and* were under the influence of alcohol in school. The difference is that one question also applies to those students who used alcohol in school, but were not under the influence, and the other question also applies to those who used alcohol outside of school, but came to school under their influence. The questions regarding alcohol use are as follows:

Form 1: *On how many occasions (if any) have you had alcohol to drink (more than a few sips)...during the last 12 months? When you used alcohol during the last year, how often did you use it in each of the following situations?... At school?*

Form 2: *During the last four weeks, on how many days (if any) were you under the influence of alcohol while you were at school?*

Given the differences in the two populations, the results would imply that many more students use alcohol outside the school and come to school under the influence. However, the questions may not be distinctly interpreted, and the pattern of results may imply that the students who were under the influence of alcohol in the past four weeks are the same as the students who used alcohol during the last year (stated differently, the number of students

[25] We inflated the standard errors for MTF by a factor of 2, in order to take into consideration the survey design effect and to produce conservative estimates.

using alcohol in school does not expand during the course of the year). However, it is quite likely that the number does, in fact, expand, but students tend to remember only relatively recent uses of alcohol. A third explanation is that the same students respond positively to both items, regardless of when they have used alcohol or drugs.

- *The medium of data-collection influences student responses to sensitive questions.*

We compared responses to some items on the National Household Education Survey (NHES) with responses to similar items on the Youth Risk Behavior Survey (YRBS), since both surveys cover high school students and were conducted during approximately the same time period. The percentage of students in grades 9 through 12 reporting carrying weapons to schools is higher in the YRBS[26] than it is in the NHES.[27] While 11.8 (±1.4) percent of the YRBS sample reported carrying a weapon to school in the last 30 days, only 4.4 (±1.0) percent of the 9 through 12 grade NHES sample reported doing so this school year.

In addition, while 16.2 (±1.2) percent of the YRBS sample indicated being in a physical fight on school property during the last 12 months, only 2.8 (±.8) percent of the 9 through 12 grade sample in the NHES reported being physically attacked or involved in fights during this school year. The questions in the surveys are phrased as follows:

NHES: *(Have you heard/Do you know) of any students or teachers being physically attacked, or involved in fights, during this school year? Did it happen to you this school year?*

YRBS: *During the past 12 months, how many times were you involved in a physical fight on school property?*

Although the two questions capture slightly different time periods, the NHES responses would be expected to be higher, since the latter part of the NHES question is phrased to tap into both attacks and fights experienced by the respondent.

Similarly, 7.3 (± 0.9) percent of the YRBS respondents indicated being threatened or injured with a weapon on school property, but about 1 percent (±0.5) of the 9 through 12 grade NHES students reported having things taken from them by force and about 3 percent (± 0.8) indicated that they were attacked or involved in fights. This is an unexpected finding. The percentage of students reporting being threatened or injured with a weapon would be expected to be lower than the percentage of students reporting being forced, attacked, or involved in fights, since fighting is generally expected to be more commonplace on school grounds than is being threatened with a weapon.

Students' responses in the two surveys were possibly influenced by survey methodology, causing differences in the obtained results. The YRBS sample completed a self-administered survey in school from February through May, 1993, and the NHES sample was interviewed at home, over the telephone, from January through April, 1993.

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[26] Data tabulations from *Youth risk behavior surveillance -- United States, 1993.*

[27] As suggested in the NHES documentation, we inflated the standard errors for NHES student surveys by a factor of 1.5, in order to take into consideration the survey design effect.

- *Low interrater reliability regarding criminal victimization.*

In the NHES, both 6 through 12 grade students and their parents reported crime and violence experienced by the students. Counterintuitively, victimization rates based on parents' responses are higher than those based on students' responses. The percentages of parents and students indicating that students had been victimized by various types of crimes are as follows:

Rates of Victimization (95% C.I.)

	Parents[28]	Students
Thefts	18.7 (±1.3)	14.3 (±1.3)
Things taken by force	2.4 (±0.4)	1.2 (±0.4)
Bullied	12.9 (±1.2)	8.2 (±1.0)
Physical attacks or fights	4.7 (±0.7)	3.7 (±0.7)

Although students are likely to be the best reporters of their own experiences of crime, it is possible that they underreport crimes to strangers.

In addition to the discrepancies in the overall rates, there is little overlap between students' reports of victimization and parents' reports of their children's victimization. For example, among students who reported having had things taken by force, only 24 percent of their parents reported the same crime. Conversely, among parents who reported that their children had something taken by force, only 13 percent of their children reported the same crime. (See Appendix B, Table 1). In this case, the correlation between parents' responses and students' responses is quite low ($r=.15$, $p<.001$). Similarly, among students who reported being attacked or in a fight, 25 percent of their parents also reported the incidents; among parents who reported that their children were attacked or in a fight, only 19 percent of their children also reported the incidents ($r=.2$, $p<.001$). These results suggest that both students and parents may be exercising selective recall in reporting crime and violence, or they may be conceptualizing the terms differently from one another.

- *The method of eliciting information influences the respondents' answers.*

We compared responses to the School Crime Supplement (SCS) with response to the National Crime Victimization Survey (NCVS), and found that the responses on the SCS are not consistent with the responses on the NCVS. Overall, the violent crime victimization rate based on the SCS is 1.6 percent, and on the NCVS it is 2.2 percent. The crosstabulations between responses to the primary instrument and responses to the supplement exhibit little overlap (see Appendix B, Table 2). For example, only 31 percent of the respondents indicating a violent crime on the NCVS also reported it on the SCS. Conversely, only 36 percent reporting robberies or attacks on the SCS also reported such incidents on the NCVS. The correlation between responses on the two surveys is quite low ($r=.34$, $p< .001$). This is a

[28] As suggested in the NHES documentation, we inflated the standard errors for NHES parent surveys by a factor of 1.4, in order to take into consideration the survey design effect.

surprising finding, since the NCVS was administered before the SCS, which prompted the respondents to remember the crimes they had reported on the NCVS.

While it is the case that the items in the two surveys are constructed and worded quite differently, and while some discrepancies are inevitable, positive SCS responses (i.e., "yes" to questions regarding victimization) would be expected to be a subset of positive NCVS responses, since the NCVS questions were more detailed and contained more probes than did the SCS questions. This finding reveals the subjectivity involved in interpreting questions about crime and victimization.

- *The structure of the response categories may yield low estimates of mean number of victimizations and participations.*

Five of the eight surveys reviewed provide information on the average number of victimizations or participations per person or per 100 persons. These surveys include: Monitoring the Future, Youth Risk Behavior Survey, the National Crime Victimization Survey and its School Crime Supplement, and the Schools and Staffing Survey.

In the case of Monitoring the Future and the Youth Risk Behavior Survey, the calculation of the mean number of victimizations or participations is artificially constrained. The items in those surveys provide response categories, and the top response category is bounded by an upper limit. For example, in the Youth Risk Behavior Survey, one question asks: *During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?* The response categories provided for this question are: "0 days," "1 day," "2 or 3 days," "4 or 5 days," "6 or more days." In this case, the top response would be coded as 6, 7, or 8, in order to calculate the mean number of times (i.e., days) a student carried a weapon to school. Thus, this number is likely to be an underestimate.

Items in the National Crime Victimization Survey and its School Crime Supplement, and the Schools and Staffing Survey elicit free responses, thus providing more accurate information for estimating the mean number of victimizations or participations.

Another potential problem with the data is that, for some crimes, average victimizations or participations can be determined for a period spanning one month, while for others it is over a 12 month period or over the school year, thus yielding incomparable results. (This problem also is true for rates of victimization and prevalence.)

Collectively, our findings suggest the need for revising the items and for developing a more rigorous method of data collection on crime and violence in schools.

Data Available for Report to Congress

Based upon our review of the databases, we suggest that the datasets listed below be utilized to develop the report to Congress. However, given that the report must be prepared by January of 1998, some of the potential issues with quality of the survey items cannot be

fully investigated, and, therefore, will remain uncorrected. Nonetheless, the databases listed below can begin to provide an initial view into the problem of crime and violence in schools:

1. The 1995 Monitoring the Future Survey
2. The 1995 National Crime Victimization Survey and its School Crime Supplement
3. The 1995 Youth Risk Behavior Survey
4. The 1994 Schools and Staffing Survey
5. The 1993 Metropolitan Life Survey of Teachers

The data from the first two surveys will become available by May of 1997, and the data from the latter three surveys currently are available.

We suggest including information from the 1994 Schools and Staffing Survey and the 1993 Metropolitan Life survey — even though it will have become dated by the time the report is produced — as there is a dearth of information on crime and violence experienced by teachers. (Teachers constitute a significant portion of the school population, and not providing information on their experiences would miss a large part of the picture.) These two surveys contain some information on teacher victimization, even though the information is limited and superficial. In addition, the Metropolitan Life survey asks teachers whether they have ever brought something to school for their protection, including knives and guns. Although this information is not elicited for a given time period, it would parallel the information provided by students, and it would provide insights into what teachers do in order to protect themselves in what they perceive to be an unsafe environment.

We suggest not using the National Educational Longitudinal Study (1988, 1990, 1992), as it contains no information that is not already available in more recent databases. Similarly, most information in the National Household Education Survey (1993) is available in the more recent datasets. Although the National Household Education Survey does contain information on students in grades three through five (a population not represented in the datasets we have recommended), the information is given by parents, not by students. Given that the interrater reliability between parents and students responses is low, we suggest using this information with caution.

Information Available through the Recommended Databases

Below, we discuss the information that will be available through the databases. Tables 9 to 12 provide an overview of the information available, the school populations represented, and the type of information available. The information can, in most cases, be broken down by respondents' (students and teachers) personal characteristics, including gender and ethnicity, background characteristics, including household income level and region or urbanicity of the respondent's residence, and whether the school is public or private.

Table 9: Use or Sale of Drugs in School

INFORMATION	DATASET	POPULATION	TYPE OF INFO
Use of alcohol, marijuana, tobacco	MTF:95 YRBS:95	students in grades 8, 10, 12 students in grades 9-12	prevalence prevalence
Use of other illegal drugs	MTF:95	students in grades 8, 10, 12	prevalence
Sale of illegal drugs	MTF:95 YRBS:95	students in grades 8, 10, 12 students in grades 9-12	prevalence (were offered or sold drugs)

The Monitoring the Future and the Youth Risk Behavior Surveys collectively provide information on student drug-use and students' experience of being offered drugs in school. The information, however, is restricted to students enrolled in grades 8 through 12. Using these databases, the percentage of students in grades 8 through 12 who used drugs and were offered drugs for sale, and average drug use can be estimated.

Table 10: Property Crime Victimization and Prevalence

INFORMATION	DATASET	POPULATION	TYPE OF INFO
Larceny/theft	SCS:95 MTF:95 YRBS:95 NCVS:95	school children ages 12 to 19 students in grades 8, 10, 12 students in grades 9-12 individuals ages 12 and over	victimization victimization victimization victimization
Motor Vehicle Theft	NCVS:95	individuals ages 12 and over	victimization
Property Damage	MTF:95 YRBS:95	students in grades 8, 10, 12 students in grades 9-12	victimization victimization
Vandalism	MTF:95	students in grades 8, 10, 12	prevalence

The SCS, the YRBS, and the MTF collectively provide information on the victimization of students in grades 6 through 12 due to thefts; the YRBS and the MTF provide information on the victimization of students due to property damage; and the MTF provides information on student participation in vandalism on school property. The NCVS provides information on victimization of individuals ages 12 and above due to thefts and, specifically, motor vehicle thefts on school property.

Table 11: Violent Crime and Personal Victimization

INFORMATION	DATASET	SAMPLE	TYPE OF INFO
Attacks	SCS:95 SASS:94	school children ages 12 to 19 teachers of grades K to 12	victimization victimization
Battery/Use of force (with a weapon)	MTF:95 YRBS:95 NCVS: 95	students in grades 8, 10, 12 students in grades 9-12 individuals ages 12 and over	victimization victimization victimization
Battery/Use of force (without a weapon)	MTF:95 NCVS: 95	students in grades 8, 10, 12 individuals ages 12 and over	victimization victimization
Robbery	SCS:95 NCVS:95	school children ages 12 to 19 individuals ages 12 and over	victimization victimization
Threat/intimidation (with weapon)	MTF:95 YRBS:95	students in grades 8, 10, 12 students in grades 9-12	victimization victimization
Threat/intimidation (without weapon)	MTF:95	students in grades 8, 10, 12	victimization
Threat/ intimidation (unspecified)	SASS:94	teachers of K through 12	victimization

The SCS, MTF, and the YRBS collectively provide information on student victimization for students enrolled in grades 6 through 12. The National Crime Victimization survey, supplemented with information from the SCS, can provide fairly detailed information on victimization, grades 6 through 12, from violent crimes that are not restricted to the list given above, including attempted rape and rape, and attempted and completed robberies, with or without injuries. In addition, the NCVS provides information on victimization of adults on school property.

Table 12: Behaviors Against Laws or School Regulations

INFORMATION	DATASET	SAMPLE	TYPE OF INFO
Fights	SCS:95	school children ages 12-19	prevalence
	MTF:95	students in grades 8,10,12	prevalence
	YRBS:95	students in grades 9-12	prevalence
Weapons Possession	SCS:95	school children ages 12-19	prevalence
	MTF:95	students in grades 8,10,12	prevalence
	YRBS:95	students in grades 9-12	prevalence
	Met:93	teachers of grades 3-12	prevalence

The SCS, MTF, and the YRBS collectively provide information on student participation in fights and students carrying weapons to schools; and the Metropolitan study provides information on whether teachers have *ever* carried a weapon to school for protection. The populations included are students in grades 6 through 12, and teachers of grades 3 through 12.

The Potential Scope of a Report to Congress

As is evident from tables 9 through 12, while the report to Congress based on the these datasets can provide a range of information on student use of alcohol and drugs in school, student victimization, and prevalence among students of behaviors against school regulations, such as fighting and carrying weapons to school, some important pieces in the picture of crime and violence in schools will remain missing. The missing pieces include student samples from Kindergarten through grade 5, information from teachers regarding their own drug or alcohol use on school premises, and detailed information on teacher and school staff victimization. Even though the NCVS identifies the employment category of victims, it does not distinguish between teachers, administrators, and other staff. In addition, at present, there is very little information available on the proportion of students who participate, within any given period, in criminal or against-regulations behaviors, including stealing, injuring others, and destroying school property. Furthermore, the report cannot provide information on homicides, attempted or completed suicides, and kidnappings for any school population.

Apart from information on school populations, the report cannot contain information on victimization and incidence with the school as the unit of analysis. Thus, for example, it will not contain information on the percentage of schools in the nation that are home to high levels of crime and violence. Finally, the report can provide only limited state-level

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information on teacher victimization through SASS, and a range of information for 24 states, on high school students, through YRBS.

Despite these drawbacks, a report to Congress can provide a first, relatively comprehensive picture of violent and non-violent crime in schools. It can provide information on crime victimization, rates of participation in against-regulations activities, and the average number of victimizations and participations, since the data are from respondents' reports of their own experiences and behaviors, not upon their perceptions of crime and violence in schools. However, it cannot provide information on the incidence of violent and non-violent crimes in schools, as no surveys simultaneously measure the incident, the number of individuals victimized, and the number of perpetrators of crime.

A potential strength of the report to Congress could be the provision of information based upon a rigorous assessment of the quality of the data. There is considerable overlap in the populations represented in the MTF, SCS, and YRBS surveys, all three of which were conducted over roughly the same period of time. Thus, responses to items that are similar across datasets can be examined to assess the reliability and validity of those items. If a similar item generates different results across datasets, the results will be less believable, but the information will form the basis for further investigation.

General Recommendations for Future Surveys

Based upon our review, we suggest that NCES design a survey (or system of surveys) to collect comprehensive and detailed information on crime and violence in schools. For this survey, we recommend taking the steps to design features outlined below.

1. Develop survey items that probe in detail the nature of the crime or violence experienced by the respondents. The redesigned National Crime Victimization Survey can serve as an example of the kinds of items required to elicit information on crime and violence experienced by survey respondents.

2. Design items to elicit information on only one type of crime, or only one aspect of one type of crime.

3. Build in item reliability checks, such as including questions about the same incidents occurring over two different time periods, one of which is a subset of the first, and design questionnaires without skip patterns.

4. Design free response formats to capture more accurately the number of times the respondent has been victimized or has participated in some unlawful activity, and use randomized response techniques.

5. For significant yet relatively rare crimes, such as rapes, attempted and completed suicides, attempted and completed murders, and kidnappings, include a survey for a school-level respondent who would provide information on the school as a whole.

6. Design survey items to obtain information on *incidents*, including number of individuals victimized and number of individuals participating in the criminal activity.

7. Develop a stratified *school* sample, with a sufficiently large student sample within each school, to enable the calculation of school-level estimates. The student and teacher sample clusters within each school must be large enough to develop reliable school-level estimates for victimization and against-regulations behaviors not readily known by school authorities.

The Fast Response Survey System and the Schools and Staffing Survey also could be designed to include some key items on crime and violence in schools.

Summary and Conclusions

The National Center for Education Statistics is Congressionally mandated to produce a report on violence in schools. Data from some recently conducted surveys can be used to satisfy this legislation. These surveys include Monitoring the Future (1995), National Crime Victimization and its School Crime Supplement (1995), Youth Risk Behavior Survey (1995), Schools and Staffing Survey (1994), and the Metropolitan Life Survey of the American Teacher (1993). The first three surveys contain information on student drug- and alcohol-use, victimization due to property and violent crimes, participation in fights, and possession of weapons on school grounds. The information is restricted to students in grades 8-12 for drug-use, grades 6-12 for victimization due to property or violent crimes, and grades 8-12 for participation in fights and carrying weapons to schools. The Schools and Staffing and the Metropolitan Life surveys include information on teacher victimization and possession of weapons on school property, and the National Crime Victimization Survey includes information of victimization of school employees.

Collectively the surveys provide a relatively large picture of the extent of crime, violence, and other against-regulations behaviors in schools. However, significant pieces of the picture remain missing. Students in grades K through 5 are not included in the samples, and little specific information is available on teachers and administrative staff. In addition, school-level prevalence of crime cannot be estimated using these data, since the surveys were not designed to collect school-based information. More significantly, some of the results from these surveys might be unreliable due to the construction of the survey items. Some items are phrased in general terms and, therefore, are subject to wide interpretation. Other items elicit information spanning a relatively long period of time, and respondents may not accurately recall the information elicited by the item. These issues imply that a rigorous assessment of the quality of the data will be essential, prior to developing a report to Congress.

For the future, we recommend that NCES develop a survey system focused upon school crime and violence, in order to collect comprehensive information on student-level, teacher-level, and school-level violence. The development of this system will require the

construction of items that discriminate among different types of non-violent and violent crimes, and against-regulations behaviors.

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APPENDIX A

LIST OF NATIONAL DATABASES CONTAINING INFORMATION ON CRIME AND VIOLENCE IN SCHOOLS

APPENDIX A

LIST OF NATIONAL DATABASES CONTAINING INFORMATION ON CRIME AND VIOLENCE IN SCHOOLS

1. MONITORING THE FUTURE: A CONTINUING STUDY OF THE LIFESTYLES AND VALUES OF YOUTH.

This study has been conducted by the University of Michigan's Institute for Social Research yearly since 1975. The core funding is from the National Institute on Drug Abuse. The primary focus of the survey is on drug use and related attitudes. Other areas include: attitudes about government, social institutions, race relations, changing roles for women, educational aspirations, and occupational aims, marital and family plans; and information on background and demographic factors.

STUDY DESIGN, SAMPLE, AND RESPONSE RATE

The study involves multi-stage sampling. In stage one, geographic areas are selected; in stage two, one or more high schools within each geographic areas are selected; and in stage three, seniors within high schools are randomly sampled. Students complete the surveys during regular class periods, whenever possible. There are six forms of the survey, each with a core set of variables shared by all.

The sample is representative of high school seniors currently enrolled in school. (No drop-outs are included in the sample.). Each year, about 400 students from each of about 125 private and public high schools are included in the sample. Generally, the response rate for the survey is as follows: Schools: 66 to 80 %; Students: 75 to 83%.

RELEVANT ITEMS (from the 1995 grade 12 survey).

Form 1

1. On how many occasions (if any) have you had alcohol to drink—more than just a few sips...
    a. ... in your lifetime?
    b. ... during the last 12 months?
    c. ... during the last 30 days?

Response categories: 0, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more.

2. When you used alcohol during the last year, how often did you use it in each of the following situations?
    b. When you were alone
    c. With just 1 or 2 other people

d. At a party
e. When your date or spouse was present
f. When people over age 30 were present
g. During the daytime (before 4:00 p.m.)
h. At your home (or apartment or dorm)
i. At school
j. In a car

Response categories: Not at all, A few of the times, Some of the times, Most of the times, Everytime.

3. On how many occasions (if any) have you taken LSD...
   a. ... in your lifetime?
   b. ... during the last 12 months?
   c. ... during the last 30 days?

Response categories: 0, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more.

4. When you used LSD during the last year, how often did you use it in each of the following situations?
   d. When you were alone
   e. With just 1 or 2 other people
   f. At a party
   g. When your date or spouse was present
   h. When people over age 30 were present
   i. During the daytime (before 4:00 p.m.)
   j. At your home (or apartment or dorm)
   k. At school
   l. In a car

Response categories: Not at all, A few of the times, Some of the times, Most of the times, Everytime.

The same questions are repeated for amphetamines, tranquilizers, cocaine, and narcotics other than heroin.

Form 2

1. During the last 12 months, how often have you...
   ... damaged school property on purpose?

Response categories: Not at all, Once, Twice, 3 or 4 times, 5 or more times.

2. During the LAST FOUR WEEKS, on how many days (if any) were you...
   a. ...under the influence of alcohol while you were at school?
   b. ...under the influence of marijuana or some other illegal drug while at school?

c. ...smoking cigarettes or using chewing tobacco while you were at school?
d. ...carrying a weapon such as a gun, knife, or club to school?

Response categories: None, One day, Two days, 3-5 days, 6-9 days, 10 or more days.

Form 3

1. During the last 12 months, how often:
   a. has something of yours (worth under $50) been stolen?
   b. has something of yours (worth over $50) been stolen?
   c. has someone deliberately damaged your property (your car, clothing, etc.)?
   d. has someone injured you with a weapon (like a knife, gun, or club)?
   e. has someone threatened you with a weapon, but not actually injured you?
   f. has someone injured you on purpose without using a weapon?
   g. has an unarmed person threatened you with injury, but not actually injured you?

Response categories: Not at all, Once, Twice, 3 or 4 times, 5 or more times.

Form 6

1. During the last four weeks, on how many days (if any) did you carry a gun to school?

Response categories: None, One day, Two days, 3-5 days, 6-9 days, 10 or more days.

2. During the past 12 months, has anyone made an offer at school to sell or give you an illegal drug (or actually sold one or given you one at school)?

Response categories: Yes, No

3. During the last 12 months, how often have you..
   ... Damaged school property on purpose?

Response categories: Not at all, Once, Twice, 3 or 4 times, 5 or more times.

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2. YOUTH RISK BEHAVIOR SURVEY

The Youth Risk Behavior Survey (YRSB) is conducted as part of the Youth Risk Behavior Surveillance System (YRBSS). This system monitors six categories of health risk behaviors among youth: behaviors that contribute to intentional and unintentional injuries, tobacco use, alcohol and other drug use, sexual behaviors, dietary behaviors, and physical activity. The system includes a national, school-based survey conducted by the Centers for Disease Control and state and local school-based surveys conducted by state and local agencies.

DESIGN, SAMPLE, AND RESPONSE RATE

The survey involves a multistage sample design to produce a nationally representative sample of students in grades 9-12. In 1993, in stage one, 50 primary sampling units (PSUs) of geographically defined areas were selected, consisting of large counties or groups of smaller, adjacent counties. The PSUs were selected with probability proportional to school enrollment size. In stage two, 199 schools were selected with probability proportional to school size. Within each school, one or two intact classes of a required subject (e.g., English or social studies) were randomly selected from grades 9-12. The national data are representative of students in grades 9-12 in public and private schools in the 50 states and.the District of Columbia. The school response rate was 78%, and the student response rate was 90%. The overall response rate was 70%, with a total of 16,296 students completing the questionnaires in 155 schools.

The following states conduct state-level surveys: Alabama, Georgia, Hawaii, Idaho, Illinois, Louisiana, Massachusetts, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, Ohio, South Carolina, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wisconsin. Unweighted data are also available for: Arkansas, Delaware, Kentucky, Maine, New Jersey, New Mexico, Oregon, and Wyoming.

RELEVANT ITEMS (from the 1995 survey).

1. During the past 30 days, how many days did carry a weapon such as a gun, knife, or club on school property?

Response categories: 0 days, 1 day, 2 or 3 days, 4 or 5 days, 6 or more days.

2. During the past 12 months, how many times has someone threatened or injured you with weapon such as a gun, knife, or club on school property?

Response categories: 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or 7 times, 8 or 9 times, 10 or 11 times, 12 or more times.

3. During the past 12 months, how many times has someone stolen or deliberately damaged your property, such as your car, clothing, or books on school property?

Response categories: 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or 7 times, 8 or 9 times, 10 or 11 times, 12 or more times.

4. During the past 12 months, how many times were you in a physical fight on school property?

Response categories: 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or 7 times, 8 or 9 times, 10 or 11 times, 12 or more times.

5. During the past 30 days, on how many days did you use chewing tobacco or snuff on school property?

Response categories: 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days.

6. During the past 30 days, on how many days did you have at least one drink of alcohol on school property?

Response categories: 0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days.

7. During the past 30 days, how many times did you use marijuana on school property?

Response categories: 0 times, 1 or 2 times, 3 to 9 times, 10 to 19 times, 20 to 39 times, 40 or more times.

8. During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?

Response categories: Yes, No.

3. SCHOOLS AND STAFFING SURVEY

The Schools and Staffing Survey (SASS) is conducted by the National Center for Education Statistics (NCES) to collect information on the organization and structure of schools, the programs and policies being implemented in schools, the characteristics, attitudes, and perceptions of teachers and principals, and the adequacy of teacher supply. NCES first conducted the survey in 1987-88, repeating it in 1990-91 and 1993-94. The next survey will be conducted in 1998-99.

DESIGN, SAMPLE, AND RESPONSE RATE

Public and private schools are the primary sampling unit. In 1993-94, public schools were selected from the 1991-92 Common Core of Data (CCD) file, which is based upon survey data collected annually by NCES from all state education agencies, and private schools were selected primarily from the 1991-92 Private School Survey (PSS) list frame. Within each school, the administrator and an average of five sampled teachers received questionnaires. For the 1993-94 school year, 13,271 schools and administrators and 68,284 teachers were included in the sample. SASS is designed to produce national estimates for public and private schools and state estimates for public schools. The response rate was 92% for schools and 88% for teachers.

RELEVANT ITEMS (from the 1993-94 public school teacher questionnaire).

1. Has a student from this school ever threatened to injure you?

   Response categories: Yes, No.

2. Has a student threatened to injure you in the past 12 months?

   Response categories: Yes – (How many times?), No.

3. Has a student from this school ever physically attacked you?

   Response categories: Yes, No.

2. Has a student physically attacked you in the past 12 months?

   Response categories: Yes – (How many times?), No.

4. NATIONAL HOUSEHOLD EDUCATION SURVEY (NHES:93): SCHOOL SAFETY AND DISCIPLINE

This household-based survey was conducted by the National Center for Education Statistics, U.S. Department of Education. The first full-scale implementation of the survey was in 1991. The survey topics included early childhood education and participation in adult education. The 1993 NHES topics included school readiness and school safety and discipline.

STUDY DESIGN, SAMPLE, AND RESPONSE RATE

A variant of random digit dialing, the "modified Waksberg procedure," was used for sampling households. First, a list of the first 8 digits of telephone numbers was created. These 8-digit numbers were treated as Primary Sampling Units (PSUs). Next, a random sample of PSUs was selected, and telephone numbers were created by adding random two-digit numbers to the eight-digit number. (If in the first the number reached was not residential, the PSU was rejected and another was sampled in its place.)

Computer assisted telephone interviews were conducted from January through April, 1993. Interviewers first conducted a "Screener" interview to enumerate household members either 18 years old or younger, or enrolled in 12th grade or below. Next, if the household was eligible, one child in 3rd through 5th grades and no more than two children in any household were sampled by the computer for the parent interview. In addition, only one 6th through 12th grader per household was sampled for the youth interview.

The dataset contains a nationally representative sample of children enrolled in grades 3 through 12 (and under age 20). There was a parent/guardian interview for each child. In addition, a subsample of youth in grades 6 through 12 were interviewed.

The response rates for parents and youths were as follows: Screener interviews: 82.1% (N=63,884); School Safety and Discipline (SSD) interviews with parents of 3rd through 5th graders: 89.4% (N=2,563); SSD interviews with parents of 6th through 12th graders: 89.6% (N=10,117); SSD interviews with 6th through 12th grade students: 83% (6,504).

RELEVANT ITEMS

The interview items are for both parents and youths.

1. (Have you heard/Do you know) of any of the following things happening <u>during this school year</u>? Things being stolen from lockers or desks? Did it happen to (child/you) this school year?

Response categories: Yes, No.

2.a. (Have you heard/Do you know) of money or other things being taken directly from students or teachers by force or threat of force at school or on the way to or from school this year? Did it happen to (child/you) this school year?

Response categories: Yes, No.

2.b. The last time that happened to (child/you), did it happen:
a. In a classroom
b. Somewhere else in school or on the school grounds, or
c. On the way to or from school?

3.a. (Have you heard/Do you know) of any incidents of bullying this school year? For example, do some students pick on others a lot or can they make other students do things like give them money? Did it happen to (child/you) this school year?

Response categories: Yes, No.

3.b. The last time that happened to (child/you), did it happen:
a. In a classroom
b. Somewhere else in school or on the school grounds, or
c. On the way to or from school?

4.a. (Have you heard/Do you know) of any students or teachers being physically attacked, or involved in fights, during this school year? Did it happen to (child/you) this school year?

Response categories: Yes, No.

4.b. The last time that happened to (child/you), did it happen:
a. In a classroom
b. Somewhere else in school or on the school grounds, or
c. On the way to or from school?

5. During this school year, did you ever bring something to school to protect yourself from being attacked or harmed?

Response categories: Yes, No.

5.b. Did you bring…a gun, a knife, brass knuckles, razor blade, spiked jewelry, mace, nunchucks, a stick, club, or bat, something else.

Response categories: Yes, No.

5. THE AMERICAN TEACHER: VIOLENCE IN AMERICA'S PUBLIC SCHOOLS (MET:93)

This survey was conducted in 1993 by Louis Harris and Associates, Inc., for the Metropolitan Life Insurance Company. It focuses on school violence from the perspectives of teachers, students, and Law Enforcement officials.

STUDY DESIGN, SAMPLE, AND RESPONSE RATE

This survey is based on random samples of public school teachers and students and Law Enforcement Officials. The survey was conducted during September and October, 1993.

The teacher sample contains responses from 1000 public school teachers, grades 3 through 12, in the continental U.S. Sample sizes for the completed teacher surveys were set for each state, based on NCES statistics, and the final sample was selected from a list of 2.8 million teachers. Teachers were interviewed by phone, and the interview completion rate was 80% (1000/1,246). The student sample was selected using a two-stage clustered and stratified sample design. In stage one, a sample of public schools was selected. In stage two, one class of students was selected within each school. The sample consists of 1,234 public school students, grades 3 through 12, in the continental U.S. Students completed the survey in their classrooms under the supervision of a teacher. Fifty-two out of sixty schools participated in the survey. The average class size was 23 students.

RELEVANT ITEMS (from the teacher survey)

1.a. Have you ever been the victim of a violent act that occurred in or around school, or not?

Response categories: Yes, No, Not sure.

1.b. Were any students involved in (this/these) incident(s) or not?

Response categories: Yes, No, Not sure.

1.c. Did you report (this/these) incident(s) to school officials or the police or not?

Response categories: Yes, No, A School official or police officer was there when it happened, Not sure.

2. Have you ever brought something with you to school for protection, or not? What did you carry with you?

RELEVANT ITEMS (from the 7-12 Grade Student Survey)

1. In the past year, have the following things happened to you in your school, or not? Has a student at school...

a. verbally insulted you?
b. threatened you?
c. pushed, shoved, grabbed, or slapped you?
d. kicked, bitten, or hit you with a fist?
e. threatened you with a knife or gun?
f. used a knife or fired a gun at you?
g. stolen something from you?

Response categories: Yes, No, Not Sure

2. Have you been the victim of a violent act, that occurred in or around school?

Response categories: Yes, No, Not Sure

3. Have you ever done any of the following things, in or around school, or not?

a. verbally insulted someone?
b. threatened another student?
c. threatened a teacher?
d. pushed, shoved, grabbed, or slapped someone?
e. kicked, bitten, or hit someone with a fist?
f. threatened someone with a knife or gun?
g. used a knife or fired a gun?
h. stolen something from someone?

Response categories: Yes, No, Not Sure

4. Have you ever carried a weapon to school, or not?

Response categories: Yes, No, Not Sure

6. NATIONAL CRIME VICTIMIZATION SURVEY AND SCHOOL CRIME SUPPLEMENT

The National Crime Victimization survey has been conducted by the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics (BJS) since 1972. The School Crime Supplement (SCS) was added to the survey in 1989; respondents were surveyed in the first six months of the year. The primary focus of the NCVS is the personal victimization experienced by the interviewee in the 6 months preceding the interview. One household member, generally over age 18, also is designated the household respondent, from whom information about all crimes and violence against the household in the preceding 6 months is obtained. The primary purposes of SCS component are to collect information on students' perceptions of and experience with crime and violence in schools.

STUDY DESIGN, SAMPLE, AND RESPONSE RATE

The survey is based on a stratified, multistage cluster sampling design. In stage one, counties, groups of counties, or large metropolitan areas are selected. In stage two, dwelling units within counties, groups of counties, or large metropolitan areas are selected. Within each dwelling unit, all eligible members (12 years or older) are interviewed. Data are collected from approximately 50,000 households and 100,000 individuals. Each housing unit selected for the National Crime Survey remains in the sample for 3 years, with seven interviews taking place at six-month intervals. The initial and the fifth interviews are in-person, and the remaining are conducted via telephone.

The sample for the School Crime Supplement is nationally representative of school students, ages 12 to 19. The sample size was 10,449 in 1989. The total number of households in the sample was 47,000. The occupants of about 96% of all eligible housing units, about 97,000 persons, provided interviews for the NCVS survey.

RELEVANT ITEMS (from the 1995 School Crime Supplement)

1.a. In the last six months, since ____ st, did anyone take things directly from you by force, weapons, or threats at school?

Response categories: Yes, No.

1.b. How many times did this happen during the last six months?

Response categories: Respondent provides the number.

1.c. How many of these times was the total loss more than $10?

Response categories: Respondent provides the number.

2.a. During the past six months, did anyone steal something from your desk, locker, or some other place at school, (other than incidents just mentioned?

Response categories: Yes, No.

2.b. How many times did this happen during the last six months?
2.c. How many of these times was your total loss worth more than $10?

Response categories: Respondent provides the number.

3.a. (Other than the incidents just mentioned,) did anyone physically attack you at school during the last six months?

Response categories: Yes, No.

3.b. How many times did this happen?

Response categories: Respondent provides the number.

3.c. Did you go to a doctor as a result of (this/any of these) attacks?

Response categories: Yes, No.

3.d. How many times did you receive injuries in any of these attacks at school that led to a visit to the doctor?

Response categories: Respondent provides the number.

3.e. (If b. is one time) Was the incident an attack or just a fight?
3.f. (If b. is more than one) How many of these attacks were just fights?

Response categories: Respondent provides the number.

4. During the last six months how often did you bring something to school to protect yourself from being attacked or harmed?

Response categories: Never, Almost never, Sometimes, Most of the time.

5. What did you bring to school to protect yourself from being attacked or harmed?
   a. Gun
   b. Knife
   c. Brass knuckles
   d. Razor blade
   e. Spiked jewelry
   f. Mace
   g. Nunchucks
   h. Something else –specify

Response categories: Yes, No.

7. THE NATIONAL EDUCATIONAL LONGITUDINAL STUDY OF 1988 (NELS:88)

This national study is being conducted by the National Center for Education Statistics (NCES), U.S. Department of Education. The study is intended to collect trend data on the educational processes and outcomes for the 1988 eighth-grade school cohort. Specifically, NELS:88 is intended to: identify school attributes associated with achievement; transition experience of students from eighth grade to secondary school; changes in educational practice; and the role of parents in their children's education and education choices.

DESIGN, SAMPLE, AND RESPONSE RATE

Self-administered survey data were collected from students, teachers, principals, and parents in the Spring of 1988, 1990, and 1992. In 1988, the first year of this longitudinal study, a two-stage stratified probability sampling design was employed. In stage one, schools containing grade 8 were selected. In stage two, students were randomly selected from within the sampled schools. In 1990, the eighth-grade student sample was "freshened" by adding 10th grade students to the original sample. This process was repeated in 1992. The teacher and parent samples are based on the student sample.

The student sample is nationally representative of 1988 eighth grade, 1990 tenth grade, and 1992 twelfth grade students in public and private schools in the United States. Student survey completion rates are as follows: 93.41% (N=24,599) in 1988; 91.09% (N=18,221) in 1990; and 91.0% (N=16,842) in 1992. The base year (1988) participation rate for schools was about 70% (698/1002) from the initial selection of schools. An additional 359 schools participated from the replacement pool. Thus, initially, a total of 1,057 schools participated in the study, from which the base year student sample was selected.

RELEVANT ITEMS (from the second follow-up student survey)

2. In the first semester or term of the current school year, how many times did any of the following things happen to you?

   b. I had something stolen from me at school
   c. Someone offered to sell me drugs at school
   d. Someone offered to sell me drugs on the way to or from school
   e. Someone threatened to hurt me at school
   f. Someone threatened to hurt me on the way to or from school
   g. I got into a physical fight at school
   h. I got into a physical fight on the way to or from school

Response categories: Never, Once or twice, More than twice.

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APPENDIX B

CROSSTABULATION TABLES

Table I: National Household Education Survey, 1993: 9th to 12th Grader Parent Survey
Crosstabulation between parents' and students' responses

Things stolen from lockers/desks

Student response:	Parent response: No	Yes	Total
No	4775	728	5503
	87.0	13.0	100.0
	92.0	59.0	86.0
Yes	427	497	924
	46.0	54.0	100.0
	8.0	41.0	14.0
Total	5202	1225	6427
	81.0	19.0	100.0
	100.0	100.0	100.0

Among parents who reported a theft, 41 percent of their children also reported a theft. Among students who reported a theft, 54 percent of their parents also reported a theft (r=.4,p< .001).

Things taken by force

Student response:	Parent response: No	Yes	Total
No	6203	138	6341
	98.0	2.0	100.0
	99.0	87.0	99.0
Yes	65	21	86
	76.0	24.0	100.0
	1.0	13.0	1.0
Total	6268	159	6427
	98.0	2.0	100.0
	100.0	100.0	100.0

Among parents who reported things taken by force, 13 percent of their children also reported the incident. Among students who reported things taken by force, 24 percent of their parents also reported the incident (r=.2, p < .001).

Bullied

Student response:	Parent response: No	Yes	Total
No	5301	596	5897
	90.0	10.0	100.0
	95.0	72.0	92.0
Yes	303	227	530
	57.0	43.0	100.0
	5.0	28.0	8.0
Total	5604	823	6427
	87.0	13.0	100.0
	100.0	100.0	100.0

Among parents who said their children were bullied, 28 percent of their children also said they were bullied. Among students who said they were bullied, 43 percent of their parents also reported the incident. (r=.3, p< .001).

Physical attacks or fights

Student response:	Parent response: No	Yes	Total
No	5969	238	6207
	96.0	4.0	100.0
	97.0	81.0	97.0
Yes	165	55	220
	75.0	25.0	100.0
	3.0	19.0	3.0
Total	6134	293	6427
	95.0	5.0	100.0
	100.0	100.0	100.0

Among parents who said their children were attacked or in a fight, 19 percent of their children also reported the incident. Among students who reported being attacked on in a fight, 25 percent of their parents also reported the incident. (r=.2, p< .001).

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Table 2: Crosstabulations of crime reports on the National Crime Victimization Survey (NCVS) and the School Crime Supplement (SCS) (1989)

SCS: Robberies and Attacks

NCVS Violent Crime	No	Yes	Total
Not Reported	9924	102	10026
	99.0	1.0	100.0
	99.0	64.0	98.0
Reported	130	58	188
	69.0	31.0	100.0
	1.0	36.0	2.0
Total	10054	160	10214
	98.0	2.0	100.0
	100.0	100.0	100.0

Among SCS repondents reporting being robbed or attacked, 36 percent also reported similar crimes on NCVS; Among NCVS repondents reporting being robbed or assaulted, 31 percent also reported it on SCS. (r=.4, p<.001).

SCS: Robberies, Attacks, and Fights

NCVS: Violent Crime	No	Yes	Total
Not Reported	9924	259	10183
	97.0	3.0	100.0
	99.0	72.0	98.0
Reported	130	101	231
	56.0	44.0	100.0
	1.0	28.0	2.0
Total	10054	360	10414
	97.0	3.0	100.0
	100.0	100.0	100.0

Among SCS respondents reporting being robbed, attacked, or in a fight, 28 percent also reported similar victimizations on NCVS; Among NCVS respondents reporting being robbed or assaulted, 44 percent reported similar victimizations on SCS. (r=.4, p< .001)

SCS: Robberies, Attacks, Fights, and Thefts Combined

NCVS: All Crime	No	Yes	Total
Not Reported	8572	880	9452
	91.0	9.0	100.0
	96.0	58.0	91.0
Reported	315	632	947
	33.0	67.0	100.0
	4.0	42.0	9.0
Total	8887	1512	10399
	85.0	15.0	100.0
	100.0	100.0	100.0

Among SCS respondents reporting any victimization, 42 percent also reported a crime on NCVS; Among NCVS respondents reporting a crime, 67 percent also reported a crime on SCS (r=.5, p< .001).

SCS: Thefts Only

NCVS: Property Crime	No	Yes	Total
Not Reported	8897	758	9655
	92.0	8.0	100.0
	97.0	60.0	93.0
Reported	240	513	753
	32.0	68.0	100.0
	3.0	40.0	7.0
Total	9137	1271	10408
	88.0	12.0	100.0
	100.0	100.0	100.0

Among SCS respondents reporting a theft, 40 percent also reported a theft on NCVS; Among NCVS respondents reporting a theft, 68 percent also reported the crime on SCS r=.5, p< .001).

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

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Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman

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